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AUTHOR Quimper, Barry E.; And Others
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ABSTRACT

The Summer School beginning the second year of the three-district, cooperative project was administered by the Saginaw, Michigan, Intermediate School District. The program had two objectives: to field test three curriculum packages dealing with Woodland Indian Social Studies-Language Arts, and to "provide for the special needs of Indian students for cultural awareness, enrichment, and recreational/social activities." Sixty-three students in grades K-8 and a staff of 12 participated in the program. Evaluation of the first objective by reviewing the modifications and additions to the curriculum packages and by classroom observation revealed that development of the packages was well underway. Evaluators studied objective referenced test results and parent questionnaires to determine that a performance standard was met only one third of the time for the second objective. Ninety-five percent of the parents responding to the questionnaire were satisfied with the summer school program. Evaluators recommended a review of performance standards, modification of test items and procedures, and continued curriculum revision. Appendices include registration forms, newspaper releases, preservice agenda, proposal statement of objectives, parent questionnaire and tests. (SE)

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DEPARTMENT OF EVALUATION SERVICES

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Saginaw Public Schools

Saginaw, Michigan

COOPERATIVE PROJECT IN
NATIVE AMERICAN DEVELOPMENT

1977 SUMMER SCHOOL EVALUATION REPORT

TITLE IV, PART A

This report was prepared with valuable assistance from
Richard N. Claus

An Approved Report of the

DEPARTMENT OF PLANNING AND EVALUATION SERVICES

Barry E. Quimper, Director
Program Evaluation

Dr. Jerry R. Baker
Administrative Assistant
Planning and Evaluation

Dr. Donald J. Steele, Jr., Superintendent
School District of the City of Saginaw

October, 1977

TABLE OF CONTENTS

	Page
BACKGROUND INFORMATION AND PROJECT DESCRIPTION	1
EVALUATION PROCEDURES.	3
PRESENTATION AND ANALYSIS OF DATA.	4
RECOMMENDATIONS.	9
APPENDICES	11
Appendix A: Summer School Registration Form, Cover Letter, and Newspaper Release Dealing With Enrollment.	12
Appendix B: Pre-Inservice Agenda and List of Participants	16
Appendix C: Newspaper Notice of the August 18, 1977, Summer School Open House	18
Appendix D: Proposal Statement of Summer School Objectives 2 and 4	19
Appendix E: Parent Questionnaire and Summer School Tests.	22
Appendix F: Memo From Larry Fisher Concerning Problems and Progress of the 1977-78 Cooperative Native American Project.	32

LIST OF TABLES

Table		Page
1	Number and Percent of K-3 Grade Summer Native American Pupils who Attained the Performance Standard Based on August, 1977, Summer Native American Post-Test	5
2	Number and Percent of 4-5 Grade Summer Native American Pupils who Attained the Performance Standard Based on August, 1977, Summer Native American Post-Test	6
3	Number and Percent of 6-8 Grade Summer Native American Pupils who Attained the Performance Standard Based on August, 1977, Summer Native American Post-Test	8

Background Information and Project Description

This was the second year of the Cooperative Project in Native American Development funded through the U.S. Office of Education-Indian Education, Title IV, Part A. The program has been a cooperative effort between three school districts--the City of Saginaw, Bridgeport, and Birch Run--of which the City of Saginaw has acted as the Local Educational Agency (LEA) of record. The program has been administered by the Saginaw Intermediate School District.

The major product of last year's project was the completion of three curriculum packages (grades K-3, 4-6 and 6-8) dealing with Woodland Indian Social Studies-Language Arts. The 1977 Summer Native American Program served as the first field testing of these curriculum packages.

This report deals with the summer school activities (July 11, 1977 - August 18, 1977) of the cooperative project. The reader should be made aware that a project year-end evaluation report will be written at the close of this year's project activities. This present report focuses upon major goals of the 1977 summer school. The goals were to field-test the new curriculum packages and to provide for the special needs of Indian students for cultural awareness, enrichment, and recreational/social activities.

A total of 63 children of Indian descent were enrolled in the summer school program (see Appendix A for a copy of the registration form, cover letter to parents, and copy for newspaper release dealing with enrollment). The chart below gives a breakdown of the number of students enrolled by instructional grade span and school district.

	NUMBER OF PUPILS			
Grade	Saginaw	Bridgeport	Birch Run	Total
K-3	9	11	2	22
4-5	7	9	1	17
6-8	8	12	4	24
TOTAL	24	32	7	63

The staff consisted of a project director, three teachers and eight aides. All staff members were of Indian descent except for one teacher. A half day pre-service took place on July 7, 1977 with program staff and summer building personnel (see Appendix B for a list of those in attendance and the agenda for the meeting).

Most instruction took place at Arthur Hill High School in Saginaw except for the one field trip to Immerman Park for a picnic and entertainment by the Saginaw Nishnawbe Dance and Theatrical Company. An open house was held for parents on August 18, 1977 (see Appendix C for copy of newspaper notice).

Evaluation Procedures

This evaluation report will attempt to determine if the Native American Summer School Program fulfilled the process aspects of objective 2 (Additions and Modifications to the Indian-Related Curriculum Packages) and the product aspect of objective 4 (Summer School Student Attainments). Appendix D presents the complete statement of these objectives.

Attainment of objective 2 was assessed by reviewing the additions and modifications to the curriculum packages suggested by the project staff. In addition, an evaluator observed classroom activities on July 18, 1977 to get acquainted with the type of instructional activities taking place and any problems that were evident.

To determine whether objective 4 was mastered, objective referenced test results and parent questionnaire reactions to the program were analyzed (see Appendix E for a copy of the parent questionnaire and the three grade span tests). The chart below presents the number of objectives for each grade span test.

Grade Span	Number of Objectives
K-3	4
4-5	13
6-8	6

Presentation and Analysis of Data

Teaching staff have provided additions and modifications to the curriculum packages that reflected a greater exposure and experience with informational resources available. Due to the length of these additions and/or modifications and the fact that they are one major initial source for the process of revising the curriculum packages this program year, they are not included in this report but are available upon request from either the Director of the Cooperative Native American Project operating out of the Saginaw Intermediate School District or the Department of Planning and Evaluation of the Saginaw Public Schools. Of the twenty parents responding to the parent questionnaire (see Appendix E) only one parent gave a suggestion. This parental suggestion for modification to the curriculum packages was to teach the use of plants as food, medicine, adornment, etc. This data indicate that objective 2 is well under way in terms of development.

To assess the attainment of objective 4 (Summer School Student Attainments), the proposal called for both objective referenced tests to be administered plus questionnaires from parents to be collected. It should be interjected that both project staff and program leadership mentioned problems in planning, preparing, scoring, and collecting test data (see Appendix F for memo that alludes to this problem).

Post-test results for all K-3 pupils are presented in Table 1 on the following page.

TABLE 1. NUMBER AND PERCENT OF K-3 GRADE SUMMER NATIVE AMERICAN PUPILS WHO ATTAINED THE PERFORMANCE STANDARD BASED ON AUGUST, 1977, SUMMER NATIVE AMERICAN POST-TEST

Objective Description	Number Tested	Number and Percent of Pupils Mastering All Items		Performance Standard Attained*
		#	%	
1. Identify three principal tribes of Michigan.	14	6	42.8%	No
3. Identify six pieces of Indian clothing.	14	12	85.7%	Yes
4. Name Indian dwellings used in Michigan.	14	10	71.4%	No
5. Identify five principal Michigan Indian foods.	14	12	85.7%	Yes

*For the program to achieve a successful objective mastery, 80% of the pupils must correctly answer all items for that objective.

The data in Table 1 show that the pupils attained the performance standard (80% of the pupils must correctly answer all items for that objective) for two of the four objectives, with 85.7% of the pupils mastering all items for each objective. A total of 71.4% and 42.8% of the K-3 pupils mastered objectives 4 and 1 respectively.

A picture of fourth and fifth grade post-test results are presented in Table 2 on the following page.

TABLE 2. NUMBER AND PERCENT OF 4-5 GRADE SUMMER NATIVE AMERICAN PUPILS WHO ATTAINED THE PERFORMANCE STANDARD BASED ON AUGUST, 1977, SUMMER NATIVE AMERICAN POST-TEST

Objective Description	Number Tested	Number and Percent of Pupils Mastering All Items		Performance Standard Attained*
		#	%	
1. Identify three principal tribes of Michigan.	16	16	100.0%	Yes
2. Major characteristics of principal Michigan tribes.	16	14	87.5%	Yes
3. Name Indian dwellings used in Michigan.	16	13	81.2%	Yes
4. Match the names of Indian clothing to description.	16	4	2.5%	No
5. Knowledge about Indian farming methods and tools used to obtain food.	16	8	50.0%	No
6. Knowledge about Indian trapping methods.	16	6	37.5%	No
7. Knowledge about Indian hunting methods.	16	7	43.8%	No
8. Knowledge about Indian fishing methods.	16	11	68.8%	No
9. Identify main foods eaten by Michigan Indians.	16	5	31.2%	No
10. Match family, clan, and tribe to identifying characteristics.	16	13	81.2%	Yes

TABLE 2. CONTINUED

Objective Description	Number Tested	Number and Percent of Pupils Mastering All Items #	%	Performance Standard Attained*
11. Identify three major modes of Indian transportation.	16	9	56.2%	No
12. Knowledge about Indian educational practices.	16	11	68.8%	No
13. Identify four major means of Indian communications.	16	11	68.8%	No

*For the program to achieve a successful objective mastery, 80% of the pupils must answer correctly all items for that objective.

As the data in Table 2 indicate, a large variation in the percent of pupil mastery (2.5% to 100.0%) was evident over the 13 objectives. Fourth and fifth grade pupils attained the performance standard (80% of the pupils must answer correctly all items for that objective) for four of the 13 objectives.

Post-test results for the pupils in grades 6-8 are presented in Table 3 below.

TABLE 3. NUMBER AND PERCENT OF 6-8 GRADE SUMMER NATIVE AMERICAN PUPILS WHO ATTAINED THE PERFORMANCE STANDARD BASED ON AUGUST, 1977, SUMMER NATIVE AMERICAN POST-TEST

Objective Description	Number Tested	Number and Percent of Pupils Mastering All Items		Performance Standard Attained*
		#	%	
1. Identify three principal tribes of Michigan.	13	13	100.0%	Yes
2. Knowledge about Indian educational practices.	13	1	7.7%	No
3. Knowledge about family, clan, and tribe.	13	5	38.5%	No
6. Translate Chippewa to English and vice versa.	13	5	38.5%	No
7. Match Chippewa numbers 1-15 to English.	13	5	38.5%	No
8. Knowledge of characteristics of Indian songs.	13	8	61.5%	No

*For the program to achieve a successful objective mastery, 80% of the pupils must correctly answer all items for that objective.

The data in Table 3 show that pupils attained the performance standard (80% of the pupils must correctly answer all items for that objective) for one of six objectives. The percent mastery on the five remaining objectives varied greatly from 7.7% to 61.5%.

Overall, Native American kindergarten through eighth grade students attained the performance standard on seven of

the 23 objectives. Performance on the non-mastered objectives varied greatly.

A questionnaire was administered to parents of participants to get their evaluation of the program. The chart below gives the number and percent of parents responding yes, no, and no response.

Question	Yes		No		No Response	
	#	%	#	%	#	%
• Did your child enjoy the program?	19	95%	1	5%	0	0
• Do you believe your child learned anything about his Indian heritage?	19	95%	0	0	1	5%
• Do you believe the program was orderly and safe?	19	95%	0	0	1	5%
• Were you satisfied with the Indian Parent Committee's thoughts for the funding of the program?	16	80%	0	0	4	20%

The above responses indicate that approximately 95% of the responding parents were satisfied with the program.

Recommendations

Listed below are a few recommendations based on this evaluation. These recommendations are offered in an effort to improve the remaining 1977-78 Cooperative Native American Project's operation.

1. The performance standards need to be reviewed in light of existing data. It is possible that the expectations used for evaluation were unrealistically high.

2. A review of the tests points up a need for critiquing and possibly modifying test items and scoring procedures for each objective. Testing procedures appropriate to the grade level of the pupils should be employed.

3. Project staff should use the insights gained from the summer school experience and the suggestions given in the 1976-77 Cooperative Native American Product Evaluation Report to revise the curriculum during the remainder of this project year.

Saginaw Intermediate School District

Native American Programs

COOPERATIVE SUMMER PROGRAM - 1977

June 17, 1977

We are approaching the time for the Native American Summer Program which will begin on July 11 and run until August 18, 1977.

We will be offering many interesting and enjoyable experiences this summer. The courses will include:

NATIVE AMERICAN HISTORY
NATIVE AMERICAN ARTS AND CRAFTS
FOOD
DANCE
LANGUAGE
CLOTHING
SWIM DAYS
FIELD TRIPS

The classes will run from 9:00 a.m. until 12 noon daily, except on swim and field trip days. The students will be picked up by buses again this year.

If your child (or children) are interested, please fill out the attached registration form and return in the stamped self-addressed envelope. We will accept children from Kindergarten up through the Seventh grade this year.

PLEASE RETURN THE FORMS BY JUNE 30, 1977!

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

page 11 blank.

APPENDIX A
(Indian Education Act, Part A, Title IV)

Check one: ☐ Summer ☐ Regular School Year

PARENTS: Please fill in all items below. When all enrollment forms are in, you will be notified where your child will be picked up. Please note that summer school runs from July 11 through August 18, from 9:00 A.M. until noon Monday through Friday.

Child's Name _____ Birthdate _____ Age _____
Last First

Grade (going into) _____ Home base district (check one) ☐ Saginaw ☐ Bridgeport
(summer program will be held in Bridgeport) ☐ Birch Run

Legal Parents/Guardians _____ Address _____

Current Parents/Guardians _____ Address _____
(child now living with) Phone _____

Emergency information - please list below the name, address, and phone of a person we can reach in case you are not at home and your child becomes ill, has an accident, etc.

Name _____ Address _____ Phone _____

Does your child have any medical problems we should be aware of? (allergies, impaired vision or hearing, respiratory difficulty, etc.) _____

_____

List other children in your family below: (use back of this form, if necessary)

Name	Birthdate	Grade (going into)

Tribe _____

Type of health, hospitalization insurance _____

Your child's doctor _____ His telephone _____

****

I give permission for my child to participate in the Indian Summer School Program, including bus transportation and all field trips and activities, swimming, hikes, etc. offered as part of the summer program. Indian program staff may provide emergency health care and first aid treatment and my child may be photographed during the course of the program. I know that my child's record may be seen by me if I should desire.

Date _____ Parent Signature _____

NOTE: Please feel free to use the back of this form to provide any other information you think may be useful to us in working with your child.

APPENDIX A

Saginaw Intermediate School District

Native American Programs

MEMORANDUM

TO: Summer Program Participants
FROM: Larry R. Fisher, Project Supervisor
DATE: July 5, 1977
RE: Native American Summer School

Our Summer School Program will be starting on July 11, 1977. Since classes start at 9:00 a.m., the buses will be picking your child/children up earlier. The first day is usually hectic because the bus drivers will be working out their pick-up schedules. You should know by the second day the approximate time your child will be picked up.

Again, the program runs from 9:00 a.m. until 1:00 p.m. for the first two weeks, July 11 - July 22, 1977. This is the period when the pool will be available from 12:00 - 12:45 for swimming. Students will need suits and towels.

Each student should also bring a sack lunch during this first two weeks.

Classes will be held in the North wing of Arthur Hill High School in Saginaw on the second floor.

After July 22, 1977, classes will run from 9:00 a.m. until noon. The entire program runs from July 11, 1977 until August 18, 1977.

We will be issuing a weekly newsletter again this year to keep parents involved and informed.

We are also seeking individuals for the following positions:

Bridgeport - 1 student aide
Saginaw - 1 parent or student aide
Birch Run - 1 parent or student aide

These positions are for 20 hours a week to run the duration of the program. Interested individuals should contact the Native American Programs office at the Saginaw Intermediate School District, 799-4733.

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

APPENDIX A

July 8, 1977

Saginaw Intermediate School District

Native American Programs

Please place the following information in the Saginaw News:

The Saginaw Intermediate School District Native American Summer Program for 1977 will begin on July 11 and run until August 18. The classes will be held at Arthur Hill H.S. in Saginaw Monday through Friday from 9 a.m. until 12 noon daily, except on swim and field trip days. The students will be picked up by buses.

Courses offered include Native American History, Arts and Crafts, Food, Dance, Language, Clothing.

The program is open to students in the Saginaw City, Bridgeport, and Birch Run school districts who have Native American heritage in their background. Interested children should contact the Native American Programs office at the Saginaw Intermediate School District at 799-4733. Children from kindergarten through the seventh grade will be accepted.

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733

APPENDIX B

NATIVE AMERICAN SUMMER PROGRAM INSERVICE

Saginaw Intermediate School District

The personnel for the Summer Program were interviewed and hired prior to the Inservice. The Indian Parent Advisory Committees were responsible for the selection and recommendations of teachers and aides. The majority of the resulting staff are of Native American descent.

The major method of communication was through the use of memorandums, (attached) and the telephone. The local newspaper and the Cooperative Newsletter were also a source of information to parents and personnel concerning the Summer Program.

The Inservice was held on July 7, 1977, between the hours of 9:00 a.m. and 12:30 p.m. Those in attendance were:

Teachers	Fran Hayes, Saginaw City School District
	Andrea Ursuy, Bridgeport-Spaulding
	* Glenn Turek, Birch Run
Aides	Carolyn Miller, Saginaw
	Angela Perez, Saginaw
	Dennis Ursuy, Saginaw
	Sandy Wheaton, Birch Run
	Michelle Lown, Birch Run
	Sue Wheaton, Birch Run
	Debbie Guidroz, Bridgeport
	Peter Greenwald, Bridgeport
Arthur Hill Personnel	
	Keith Birdsall, Assistant Principal
	Mr. Hooper, Teacher Advisor
	Ken Howenstein, Pool Advisor

The agenda for the Inservice was as follows:

*Non-Indian

APPENDIX B

NATIVE AMERICAN SUMMER PROGRAM AGENDA

I.	Classroom and Building Orientation	Mr. Keith Birdsall
	A. Building Regulations B. Room Assignments C. Equipment	
II.	Curriculum Objectives	Larry Fisher Vicki Gempel
	A. Review and shortening of Pre-Test for summer B. List supplies and materials that will be needed to implement curriculum	
III.	Student Registration Review	Larry Fisher Vicki Gempel
	A. Breakdown by age and grade B. Formation of three classes C. Teacher and teacher aide assignments	
IV.	Teacher-Aides Sessions	Vicki Gempel
	A. Teacher explanation of what is required of aides B. Payroll forms i.e., W2 1. pay scale and designated pay periods C. Student discipline - Rules and Regulations D. Use of staff room (213)	
V.	Field trip - discussion of possible dates and sites	Larry Fisher Staff
VI.	Pool Orientation	Ken Howenstein
	A. Rules and procedures B. Staff introduction	
VII.	Adjournment of Meeting	Larry Fisher
	A. Final remarks	

APPENDIX C

SAGINAW INTERMEDIATE SCHOOL DISTRICT
35 GRATIOT ROAD

SAGINAW, MICHIGAN 4860

FROM
LARRY R. FISHER
INDIAN AFFAIRS CONSULTANT
(517) 799-4733

): Bridgeport Future Views

DATE: August 12, 1977

The Native American Programs office at the Saginaw Intermediate School District again held a Native American Summer School Program. The school is entering its final week and on Thursday August 18, will host an open house for parents. Displays of items the students have made during the six weeks will be presented.

The program is held at Arthur Hill H.S. in Saginaw from 9 a.m. until 12 noon which wil also be the hours for the open house. The rooms used in the program are 210, 211, 212 and 213. We would appreciate any coverage or publicity that the Future Views can give us on the program and welcome you to visit the open house.

LRF

OBJECTIVE NUMBER 2 PROJECT TITLE Cooperative Project in Native American Development

TARGET POPULATION 190 Indian students of the School District of the City of Saginaw, 140 Indian students of the Bridgeport-Spaulding School District, and 109 Indian students of the Birch Run School District.

OBJECTIVE	To field test 3 Indian-Related Curricular Packages in a cooperative venture with Birch Run and Bridgeport-Spauldi School District designed to meet the special needs of Indian students for increased cultural knowledge and enrichment.
RESULTS/ BENEFITS 19	1) Three Indian Education Facilitators per district will be trained to conduct inservice activities to train total staff in Indian Education needs, goals, activities, techniques, etc. Interested teachers within the three districts will be invited to participate in at least one workshop; 2) A teacher inservice package for use in all three participating districts will result, which will include: -press releases -notification to teachers -agenda(s) -sign-in sheets -evaluation of inservice sessions -list of workshop activities -names of special presenters
PLANNED ACTIVITIES	Project Supervisor and staff, with consultant help from the State Office of Indian Education, will: 1) Continue to locate and evaluate relevant material related to the Native American; 2) Continue to catalog and index materials to correlate with subject area objectives at various grade levels using Language Arts as a vehicle for study in the Social Studies content area; 3) During the summer program, field test portions of the Indian-Related Curricular Packages (one for K-3, one fo grades 4-6, and one for grades 7 and 8). Each package will contain: grade level designation and appropriate subject area, list of and sources of materials for teacher and student use, student learning objectives, directio to teacher, suggested activities for utilizing materials (including discussion, related crafts activities, role-pla films and tapes, community resources (including field trips, and guest speakers), student and teacher suggest unit evaluation activities (i.e., were objectives attained? Was unit usable for students and teacher?), and cost for implementation per group of 30 students.
EVALUATION 23	1) Content analysis of the additions and modifications to curricular packages will evidence that they continued to b refined (to include revision of objectives and additional backup materials) and do contain the elements specified under "Planned Activities" above; 24

OBJECTIVE NUMBER 2 PROJECT TITLE Cooperative Project in Native American Development

EVALUATION (continued)	2) Reactions to materials used will be obtained from Indian children, their parents, and teachers through use of a questionnaire (random sampling) and reaction letters to the Project Director from students participating; 3) Agendas, press releases, and sign-up attendance sheets will be maintained and submitted to the evaluator by March of 1978; 4) A content analysis of the inservice package will evidence that the elements named in "Results/Benefits" on preceding page are included in the package.

APPENDIX D

OBJECTIVE NUMBER 4 PROJECT TITLE Cooperative Project in Native American Development

TARGET POPULATION All K-7 Indian students will be invited to participate in this component. Past experience has indicated that no more than 30% will respond. A maximum of 25 students per district is expected, but classes will be added if demand dictates. All students who wish to participate will be included.

OBJECTIVE	To conduct a Summer Indian Developmental Enrichment Program designed to meet the special needs of Indian student for cultural awareness, enrichment, and recreational/social activities; to provide a learning environment in which Native American materials may be field-tested.
RESULTS/ BENEFITS 21	Indian students will evidence increased cultural knowledge in the Indian heritage as it relates to local Michigan history. At the conclusion of the summer program, Native American materials will be available which have been field-tested by Indian teachers with Indian children and approved by Indian parents.
PLANNED ACTIVITIES	1) Professional staff will continue to identify and evaluate materials for inclusion in curriculum packages component of the program; these materials will be field-tested in the summer program and systematically evaluated for futur use; 2) At least 1 field trip to a local Indian cultural/historical site will be held; 3) Various recreational and social activities will be held, such as swimming, Native American Arts (crafts), and Native American dance.
EVALUATION 27	1) Evaluation will evidence that the summer program was carried out; 2) A locally-constructed test will be developed to assess learning related to social studies objectives (using language arts as a vehicle for instruction) at the agreed upon criterion level; 3) An opinionnaire survey among program participants will evidence that 80% are satisfied with the summer program as a whole. These will be submitted to the evaluator by August 21, 1977. 28

APPENDIX E

Parents

Native American Summer School Evaluation

1. Did your child enjoy the program? Yes____ No____

2. Do you believe your child learned anything about his Indian heritage? Yes____ No____

3. Do you believe the program was orderly and safe? Yes____ No____

4. Do you have any ideas for improvement? Yes____ No____

   Comments:

5. Were you satisfied with the Indian Parent Committee's thoughts for the running of the program? Yes____ No____

6. Additional Comments:

*Please Return To The Saginaw Intermediate School District When Completed

APPENDIX E

K-3

MICHIGAN WOODLAND INDIAN
SOCIAL STUDIES-LANGUAGE ARTS CURRICULUM

POST-TEST

1. Name the three principal tribes of Michigan.

   a. Eastern Apache
   b. Chippewa *
   c. Kiowa
   d. Potawatomi*
   e. Navajo
   f. Ottawa *

2. The student will place and identify verbally the following articles of clothing.

   Tell me what this is:

   a. leggings
   b. headdress
   c. moccasins
   d. pouch
   e. shirt
   g. breechcloth

3. From (3) pictures, choose the two dwellings of Michigan Woodland Indians.

   a. longhouse
   b. teepee *
   c. wigwam *

4. List six foods. Student will select (3) principal Michigan Indian foods.

   1. horse
   2. fish *
   3. corn *
   4. lions
   5. camel
   6. wild rice*

APPENDIX E

POST-TEST

MICHIGAN WOODLAND INDIAN

SOCIAL STUDIES-LANGUAGE ARTS CURRICULUM

Grades 4-6

I. Put an X beside the names of the three Michigan Woodland Indian tribes of the Algonkian Nation.

	Apache	X	Chippewa
X	Potawatomi		Navajo
	Sioux	X	Ottawa
	Cherokee		Kiowa

II. Place an X by the major characteristics of the Chippewa, Ottawa, and Potawatomi Indians of the Algonkian Nation. (Choose four.) They:

a.	X	lived in woodlands
b.		lived in deserts
c.		lived by the Pacific Ocean
d.	X	lived in the Great Lakes Region
e.		made geometric beadwork designs
f.	X	made floral beadwork designs
g.		wore buffalo skin clothing
h.	X	wore deerskin clothing.

III. [illegible]
teepee
wigwam

IV. Match the word to the proper clothing description by putting the correct letter in the blank.

c leggings	a. decorative beaded legging strips.
k turban	b. dancers head piece made of porcupine quills and deer tail.
a garters	c. elastic to hold up stockings.
j moccasins	d. beaded apron-like covering.
b roach	e. deerskin protective covering for legs.
d breech cloth	f. hard soled shoes.
m pouch	g. short skirt pinned at the side.
h armband	h. copper bracelet worn on upper arm.
n gauntlets	i. decorative beaded strips.
	j. soft deerskin foot covering.
	k. head covering.
	l. cowhide chaps.
	m. small beaded bag.
	n. beaded cuffs.

V. The following farming methods and tools were used by Michigan Woodland Indians to obtain their food.

X used hoes made of stone, bone, and wood

used large tractors

X used hand plows

X used fish for fertilizer

used bags of fertilizer from the Trading Post

used large cultivator

used small rotary hand tiller

X planted corn in hills

planted corn in long rows

used liquid weed killers.

VI. The following trapping methods and tools were used by Michigan Woodland Indians to trap game.

X used snare traps to trap small animals.
used pit traps to trap large animals.
X used hollow logs to trap small animals.
used steel bear traps 200 years ago.
used small steel traps 200 years ago.
X use small steel traps today to trap small animals.
X used deadfall trap to trap large animals.
used nylon rope for snare traps 200 years ago.
X used sinew for snare traps 200 years ago.
used large nets to trap animals 200 years ago.
trapping was done by young boys only.

VII. The following hunting methods and tools were used to obtain food and to meet other needs of the Michigan Woodland Indians.

used blow guns with poison darts.
X used bow and arrows.
used automatic rifles 200 years ago.
X used flint-lock muskets.
used heavy cross bow for large animals.
X used spears for large animals.
killed deer and other large animals by driving them over a cliff.
killed animals for their pelts only.
killed animals for sport and trophies.
X killed animals for food, clothing, and to make tools.

VIII. The following fishing methods and tools were used to obtain food and to meet other needs of the Michigan Woodland Indians. Used:

fishing rod and reel to catch fish.
X spears to catch fish.
bamboo fishing pole.
X hands to catch fish.
lures to catch fish.
X nets to catch fish.
X fish-bone fish hooks.
ate only the choice parts of the fish.
X fish for fertilizer.

IX. Put an X beside the main foods of the Michigan Woodland Indians from the following list.

X potatoes	X berries	___ carrots
X venison	___ oranges	X wild rice
___ buffalo	X elk	X muskrat
X squash	X bear	___ beef
___ raccoon	X fish	X pumpkin
X corn	___ pheasant	X rabbit
X sassafras tea	X turtle	___ coffee
X maple syrup	___ celery	___ hot dogs
X bread	___ cocoa	X beans
___ peas	X leeks	___ tomatoes

X. Match the following definitions to the correct word on the right by placing the right letter in the blank.

d includes grandparents, parents and children,

b includes aunts, uncles, cousins, and all blood relatives

c includes different groups speaking the same language living in the same area.

a. band
b. clan
c. tribe
d. family
e. nation

XI. Put an X in the blank by the three main modes of transportation used by Michigan Woodland Indians.

___ row boat	X foot
X canoe	___ rickshaw
___ horse and wagon	___ bicycle
___ horseback	___ travois

XII. The following statements describe the education of the early Michigan Woodland Indians. TRUE or FALSE.

F Mothers taught sons and daughters all skills.
F Boys taught girls how to weave baskets.
T Grandmothers and mothers taught daughters to grind corn.
F Grandfathers taught grand-daughters how to hunt.
T Grandfathers and fathers taught boys to make digging tools, fishing spears, and arrowheads.
T Grandparents and parents taught children over 5 to obey by slapping them on the shoulder once.
F Grandparents and parents beat their children with willow switches to make them mind.
T At times a child was scared by someone wearing a mask.

XII. Education (Cont'd)

T Grandparents and parents never beat their children to make them mind.

T Older persons, grandparents, and parents all took part in educating the children by lecturing, modeling, counseling, and presenting them with ideals.

XIII. Put an X by the four main means of communication of the Michigan Woodland Indians.

X	messengers		drums
	smoke signals	X	music
	radio		speaking
X	village crier		pony express
	walkie-talkie	X	dancing

APPENDIX E
NATIVE AMERICAN SUMMER PROGRAM

POST-TEST

GRADES 6-8

TRUE AND FALSE : In the space provided mark an X if the statement is true, mark an O if it is false.

O 1. Indian parents spanked their children to make them mind.

X 2. Grandparents were highly respected by Indian children.

O 3. Boys were taught hunting skills by their mothers.

O 4. Girls were taught hunting skills by their mothers.

X 5. Children were frightened in order to make them mind.

X 6. A group of people with the same language base is called a tribe.

X 7. A clan is a group of people related by blood.

X 8. A band is a group of tribes.

X 9. A family is made up of parents and children.

X 10. A group of clans forms a band.

O 11. Grandparents told animal stories to children so the children would learn how to behave properly through the actions of the animals.

O 12. Tribal history was written down by the elders.

O 13. Children belonged to their mother's clan.

X 14. Often neighbors helped to frighten children into obedience.

X 15. Chippewa children were taught to be afraid of the owl.

16. Place an X in the space provided indicating the three major tribes that lived in what we now call Michigan from 1700 to the present.

a) X Potowatomi (c) ___ Chickasaw (e) Ottawa X (g) Sioux ___
b) ___ Apache (d) X Chippewa (f) Osage ___ (h) Hopi ___

APPENDIX E

17. Place an X in the space provided indicating the characteristics of Indian songs.

a) ____ rhyming
b) X short
(b) accompanied by a guitar
(c) accompanied by a drum
(a) repeated words and phrases
(d) made up by a special song writer

18. Match the numbers in Column "A" with the numbers in Column "B".

A	B
1. F two	A. ashibezhig
2. C seven	B. twelve
3. D niswi	C. niizhwaaswi
4. A eleven	D. nine
5. L bezhig	E. ashiniwin
6. M ningodwaaswi	F. niizh
7. K ashinaanan	G. ten
8. J nishwaaswi	H. niwin
9. D zahnwaaswi	I. five
10. B ashiniizh	J. eight
11. N four	K. fifteen
12. G midaaswi	L. one
13. E fourteen	M. six
14. H four	N. niwin
15. I naanan	O. three

APPENDIX E

MATCH THE WORDS IN COLUMN "A" WITH THE WORDS IN COLUMN "B".

A	B
1. E mother	A. brother
2. I father	B. weesin
3. M nookomis	C. head
4. H ear	D. doen
5. L neekoniquay	E. gushe
6. F nose	F. johngh
7. N canoe	G. eye
8. A neekonis	H. tawug
9. J birch bark	I. noos
10. G skenzhig	J. weegwas
11. D mouth	L. sister
12. C dip or stegwan	M. grandmother
13. O mishomis	N. geenahn
14. B eat	O. grandfather
15. P hello	P. boo shoo

APPENDIX F

Saginaw Intermediate School District

NATIVE AMERICAN PROGRAMS
Larry R. Fisher
Director
Vicki Gempel
Secretary

MEMORANDUM

TO: Parent Committee Chairpersons, LEA's, Richard Claus
FROM: Larry Fisher, Native American Programs Director
DATE: September 20, 1977

This office hopes to keep everyone informed during the coming year concerning the programs and directions.

As you know, we have just returned from Green Bay, Wisconsin where our presentation was well received. Enclosed is a copy of the presentation, the outline, and the booklet we handed out.

Insofar as evaluation is concerned, we are having some difficulty in obtaining documentation of the Summer Program from the teachers. I am perplexed as to why, and will continue to pursue the matter. The parent evaluations are also in the process of being mailed.

We are at this time doing our parent assessments for our Wednesday Programs, before setting up the budget for this year. We do not expect this program to be in full swing until January or February of 1978.

The Facilitation Team (minus the parents) meetings are being set and you will receive a copy of the dates.

The Home School Liaison should be on board by October. We have only received one application after being on file at MESC since June. This individual is the chairperson from Birch Run, and we hope this will not cause a conflict of interest.

The first newsletter will come out in October.

If you have further questions, please call the Native American Programs office at SISD at 799-4733.

For reasons that confound this office, we have not been receiving our pay raises. Please have your Parent Committees write letters to Mr. Edwin Kilbourn with copies to Mr. Nick Jussila.

VG

Enclosures

Edwin Kilbourn, Superintendent
6235 Gratiot Road, Saginaw, Michigan 48603
Telephone (517) 799-4733